



What A School

By Lynn Salem and Josie Stewart

16 pages/100 words



Synopsis

The reader learns about the principal's day, while a student describes what the school would be like if he became the principal.

Before the First Page

Read the question from page 2, "**Do you know what the principal does?**" Have the children fold a sheet of paper in half. On the left side, list or draw several things they believe the principal does. Compare their ideas to the book by reviewing pages 2–9. Pose the question: "What if the students were in charge of the school?" On the right side of the paper, students list what they would do as the principal.

Set-Up for Success

Reinforce the language of the text as the students share their lists or drawings from the previous activity.

Independent Reading – Students may need support with **know**, pages 2 and 10; **listens**, **favorite**, page 7; **invite**, page 12.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **meets**, page 2; **talks**, page 4; **writes**, page 5; **visits**, page 8; **watches**, page 9.

Learning about Print

- Punctuation marks – period, question mark, exclamation point, apostrophe used in contractions.

- Reading different types of print – chalkboard on page 10.
- Environmental print – **STOP** on school bus, page 2; principal's door, page 11; boy's T-shirt and **FREE SODA**, page 14.

Key Words and Phrases

She I'll us
Do you know

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Digraphs – **she, what, when, the, lunch**.
- Plurals – **girls, boys, moms, dads, letters, teachers, books, pets, fountains**.
- Contractions – **I'll, I'm**.
- Compound words – **classroom, playground, everyone**.
- Verbs – **meets, talks, writes, helps, listens, visits, watches, invite, play**.
- Silent letters – **know, write**.
- Word segments – **invite**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using word segments to solve unfamiliar words.
- Reading in meaningful phrases.
- Gaining fluency as the story progresses.
- Using visual information to self-correct.
- Reading with expression and appropriate intonation.

After the Last Page

- * Write a thank-you note to the principal or someone who has helped you in school.
- Interview the principal or shadow the principal for an hour.
- Invite the principal to be a guest speaker in your class. If the class participated in the pre-reading activity, compare the students' perceptions to the information the principal shares. Make a mural of all the things the principal does for the students.
- Interview various people who help in a school.
- Brainstorm the qualifications of a principal.

Throughout the Day

Math

- * Graph the ten most popular things that happen in school, i.e., going to gym class.
- Count things in a school. Example: number of swing sets, books on a shelf, doors in a hallway.
- Use blocks or another manipulative to construct a school building.
- Time – (Clock, page 8) Create a schedule for a day at school.

Problem-Solving

- Estimate the number of scoops of ice cream needed to feed your class, your grade, your school. Count by twos.

Social Studies

- Study various careers, particularly school careers.
- Design the perfect school. Create a map.

The Home Connection

- Ask Mom and Dad to share, “When I was in school....”
- Read books about schools.
- At dinnertime, talk about the day at school.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment..

Read on...

Allard, Harry and James Marshall. *Miss Nelson Is Missing!*

Brandenburg, Franz. *No School Today!*

Burningham, John. *John Patrick Norman McHennessey–The Boy Who Was Always Late.*

Calmenson, Stephanie. *The Principal's New Clothes.*

Howe, James. *The Day the Teacher Went Bananas.*

Jonas, Ann. *The Trek.*

Rockwell, Anne. *When Hugo Went to School.*

Viorst, Judith. *If I Were in Charge of the World....*

